DOCUMENT RESUME

ED 237 976 CS 207 642

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TITLE How to Create One-on-One Feedback System for Students and, at Same Time, Organize Notes for Books, Lectures with Interactive "Electronic Index Card" Software.
PUB DATE 8 Aug 83
NOTE 33p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (69th, Corvallis, OR, August 6-9, 1983).
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052) -- Speeches/Conference Papers (150) -- Viewpoints (120)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Computer Assisted Instruction; *Computer Programs; Education Work Relationship; *Evaluation Methods; *Feedback; Higher Education; Journalism Education; Microcomputers; *Public Relations; Student Teacher Relationship; Teacher Role; *Writing Evaluation
IDENTIFIERS *Electronic Index Card System

ABSTRACT

Intended for use by public relations instructors, this paper examines computer assisted feedback systems for student homework and subjective examination questions. Specifically, it explores commercially available computer software and hardware programs that permit instructors to interact with student ideas and with their own past entries in an electronic index card system. As described in the paper, the electronic index card system is beneficial to students not only because it provides them with in-depth, individualized reinforcement and critiques, but also because it allows their instructors to provide them with models and methods for adapting data management systems to their public relations careers. The paper discusses several software programs, stressing the strong points of two leading examples. It then outlines basic procedures for (1) developing electronic index cards with multiple cross references, (2) retrieving information in useable form for student feedback, (3) creating different versions that take into account student and situational differences, and (4) sharing notes from past students without deception or the appearance of "canned" feedback. Examples of electronic feedback exchanges are appended. (FL)

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ED237976

Public Relations Division
Teaching Standards Session

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# How To Create One-on-One Feedback System for Students And, At Same Time, Organize Notes for Books, Lectures With Interactive "Electronic Index Card"[1] Software

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Presented to the Public Relations Division
Association for Education in Journalism and Mass Communication
Annual Convention, Corvallis, Oregon, August 8, 1983

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# How To Create One-on-One Feedback System for Students And, At Same Time, Organize Notes for Books, Lectures With Interactive "Electronic Index Card"[1] Software

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## ABSTRACT

This paper examines computer-assisted feedback systems for student homework and subjective examination questions.

It explores commercially available computer hardware and software programs that allow public relations educators to interact with student ideas and their own past entries in what amounts to electronic index card systems.

This process is seen not only as beneficial to students in the sense that they may gain in-depth, individualized reinforcement and critique but also because their instructors are providing models and learning the logic and methods for adaptation of data management systems for future public relations professionals.

Several software packages are discussed and parameters for rating value listed, including special strengths of two of the leading programs.

Of particular value to public relations educators is the capacity of a program to systematically retrieve randomly filed notes and, at the same time, convert them into text files for word processing into manuscripts or lectures.

The paper outlines basic procedures for developing electronic index cards with multiple cross references, retrieving data in usable form for student feedback, creating different versions to take into account situational and personal variables, and sharing notes written for past students without deception or the appearance of canned feedback.

The stimulation effects of working with the system are discussed as are other features of the particular software program.

Examples are furnished in the appendix.

Presented to the Public Relations Division
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## Introduction:

## Exploring Problems of Return

## To "Log with Only Simple Bench"

> I am not willing that this discussion should close without mention of the value of a true teacher. Give me a log with only a simple bench, Mark Hopkins on one end and I on the other, and you may have all the buildings, apparatus and libraries without him.
>
> James A. Garfield
> December 28, 1871[2]

The "log with only a simple bench" concept of the simplicity of teaching actually goes back to the classic Greek model of philosopher and master student engaged in close, one-on-one communication and discourse.

In the 1980s era of the rapid adoption of microcomputers by university educators, the silicone chip technology and state of the art of over-the-counter software programs may be seen as making possible a return to the teacher engaged in interactive communication with the individual student while reviewing homework.

The "log with only a simple bench" may be a relic of the ancient past in a time of mass education and pressure to increase class sizes, but the relationship of teacher to student may be enhanced by arming of public relations educators with computer hardware costing no more than an IBM Selectric typewriter and one of a number of commercial software packages for information entry, editing, storage by multiple cross-reference keywords, almost instantaneous retrieval, capacity to develop modifications of the information retrieved, and selective printing and storage

of all or portions of that information.

Correcting homework and providing feedback in more conventional manners have been troublesome and time consuming at best.

And, yet, to foster the development of creative minds that learn from instructor models, as well as feedback substance, may require more than handwritten one-word comments in the margins or a dittoed or multilithed mass handout that may not speak too effectively to individuals who may see most of the comments as intended for others.

It is not uncommon for public relations teachers to go beyond the minimal jotting of superlatives or criticisms in the margins, marking of errors, or checklist of problems to investing thought and considerable time in individualized, in-depth notes on student papers.

Yet, some educators with large classes find the handwriting that looks legible early in the evening turning into hard-to-read scribbles and difficult to interpret shorthand later in a correcting session. Some have arthritic conditions that cripple their fingers to varying degrees. And what is hard to read, tends to be unread or misunderstood by frustrated students. It's also rather limiting on how much one may write. Typing out notations helps, but only seems to add to the time cost.

Worse, veteran public relations teachers who invest in individualized feedback on student papers find themselves rewriting and rewriting again and again, with only minor modifications needed, the same comments, the same counsel, paper after paper, year after year. Of course, the trap looms of keeping the feedback short and general for purposes of economy of time and effort. But the log may turn to forest proportions and

groupthink be stimulated.

And, ironically, public relations educators who invest in thoughtful feedback on student papers and who grow in the process of allowing themselves to interact with student ideas and their own thoughts that are stimulated, may find themselves torn between taking the time to share the insights with individual students or jotting down the ideas on 3 X 5 index cards for future use in books, articles, papers, and lectures.

That may tend to be an either-or proposition because educators tend to be stretched too thin in carrying the teaching load, research, and university service responsibilities of their colleagues in other fields while also continuing their own development and networking with AEJMC, ICA, PRSA, IABC, IPRA, WICI, and other organizations.

If the ideas are written on student papers (and that presumes public relations educators will be stimulated to process ideas and develop the phraseology for effective communication to students without taking undue time), then they tend to be lost except in the frequently imperfect human memory cells. Selective retention and recall processes are at work here.

And, not infrequently, an idea slips beyond grasp for ease in conversion to student paper feedback notes.

Educators reviewing term projects, short papers, and subjective examination question responses normally have self-imposed deadlines on returning work to students and sacrifice taking time out to photocopy notes written on papers or even to note down for students, let alone themselves, ideas that are fleeting but cogent.

And just as with the public relations practitioner who settles into formula shortcuts for writing news releases or

backgrounders for the media, speeches, or proposals to management, the sacrifices may lead to patterns that stultify, rather than stimulate, creativity. The ruts in which practitioner or teacher may become trapped, the routine of repeating the same comments on student papers, checking the same items on checklists, and letting content or form that require more indepth feedback pass with relatively surface attention--these ruts may make grading more and more tedious as the terms go by and the process becomes an increasingly heavy and boring pressure.

## Learning Systems Valuable To Public Relations Practitioner

Although surveys have indicated relatively few professionals have gone beyond word processing, mailing list maintenance, and standard bookkeeping operations of computers, electronic index card systems--also known as data base or file management programs--may represent the wave of the future for practitioners who wish to have at their fingertips conveniently manipulated and speedily retrievable information.

The applications may be seen as including such examples as:

- Identification of individual stakeholders or opinion leaders in specific areas with important background information extending beyond addresses, phone numbers, positions, and labels to notations on past behavioral patterns, known or projected elements of framework of reference, network contacts within the client organization.

o Media lists that go beyond identifying component editors and writers to including notes on deadlines, peculiar styles, criteria for substance and form, relative values of reaching certain segmented publics important to the client, market and readability data, and the like.

o Profiles of publics and subpublics, including notations on findings of attitudinal studies, voting and other documented behavioral patterns, variables and observed responses to various message strategies and techniques.

o Electronic index cards on individuals within the organization. This would go beyond the standard biographical information data, to be kept updated, to notations on past behavior and response sets to public relations concepts, problems, and proposals.

o Contingency and crisis plans that can be called up selectively when time is critical and does not permit wading through files containing literally hundreds of variables that may not be applicable in a given set of circumstances. This can include historical data on other clients, as well as one's own, notes from the literature or picked up in seminars or interaction with other members of the management team.

o Special events planning components that can be called forth, modified, and assembled to adapt to particular sets of variables present in a given situation.

o Idea files and background facts and notes for videotapes, annual reports, brochures, news media, speeches, exhibits, house organs, and other public relations materials.

o Notes based on formal research and on participant observation and other modes of informal research to suggest potential problem areas and trends and pros and cons of emerging available options for change.

o Components of correspondence that can be assembled for individualized, computer-assisted-but-human communication dealing with a diversity of occasions.

Many more examples will appear obvious to public relations educators. By gaining hands-on experience in using information management software programs for teaching and publication purposes, educators also will tend to gain perspectives for greater understanding of the needs, potentialities, and problems to be overcome by practitioners. And although this may not be the primary purpose of working with software useful for homework feedback and notes for manuscripts and lectures, the experience and gained insights may prove useful in programming the development of students into practitioners who will be able to capitalize upon the new technology. Even the role model of the instructor providing meaningful feedback in an organized manner and taking advantage of computer technology for one-on-one communication will serve an important purpose.

But more than awareness and even experience with application of the technology is needed. The hardware and software manuals and short courses tend to focus on procedural steps rather than <u>the logic</u>. And it is in this area that educators using such systems themselves may find the experience heuristic for their students, as well as themselves, in yielding fresh insights.

## Feedback, Publication Notes

A number of software packages, pre-programmed disks that have imbedded in them a host of relatively easy to operate commands, are now available in neighborhood computer stores for public relations educators.

Descriptive summaries of such software programs, including retail prices and ratings along a number of parameters, may be found in such publications as The Book of Apple Software 1983,[4] for example, or Consumer Reports-like journals or books such as Word Processing Buyer's Guide,[5] which goes beyond word processing in its notes on hardware and software.

Present and potential owners of computer systems will find articles and comparative studies on software and peripherals usable with their own hardware. The Book of Apple Software 1983, as one example, dedicates 491 large-format pages to describing and evaluating Apple compatible software produced by a number of companies.

In that directory, software programs useful for homework feedback and manuscript note filing systems would be found in the 120-page section on business applications.[6]

The Apple directory employs a grading system with A+ highest and F lowest.

In its "Data Base Management Systems" section,[7] the directory assigns grades to each software program on overall rating, ease of use, vendor support, documentation, value for money, visual appeal, reliability, and error handling.

The two top-rated systems that seem particularly applicable to the needs of public relations educators are VisiDex, produced

by VisiCorp, with a list price of $250, and PFS: Personal Filing System with PFS: Report (as a package of two software programs from Software Publishing Co.) with a suggested retail total price of $225.[8]

The author of this paper has purchased both systems, returned the PFS: Personal Filing System/PFS: Report as inadequate for his own needs and retained and worked with VisiDex for two years. A third program involving far more complexity and, yet, some special advantages as a comprehensive data base management system is DB Master, product of Stoneware. The degree of complexity, however, may discourage faculty. In addition, there may be some problems in converting notes to files that mate with the word processing systems of educators.

In looking at VisiDex and PFS, it appeared that PFS was superior in providing the ability to do numerical calculations (useful if an educator is maintaining grade files with that system) and in certain sorting capabilities not found in VisiDex.

On the other hand, VisiDex offered the ease of using a single program disk, instead of two for PFS, an excellent self-teaching tutorial that makes it particularly appealing to educators with low technical aptitude, such as the author of this paper, and, most important, the capability to convert single or entire clusters of VisiDex files with a few strokes on the keyboard to text files that can be used by word processing programs.

PFS, in addition to its own two program disks, required more in mid-1983 to convert its memories to text files for use with word processing systems. Another program, Bridge, by Sun Microcomputers, however, had been found to fill the void in

allowing conversion to text files, according to Harold Lafferty.[9]

VisiDex applications are restricted by the type of computer hardware system used. Owners of IBM and Apple systems have been favored by the software company over the years.

For owners of older and newer Apple systems, a new generation of the VisiDex software was to be made available several weeks before the 1983 AEJMC Convention. The new version takes advantage of the arrow keys on the Apple IIe, for instance, but does not stop owners of older Apple hardware from using the combination of the control key and the keyboard's w, a, s, and z keys to move up, down, right, and left. A major advantage for owners of both 1983 and pre-1983 Apple hardware is the overcoming of the need to own two disk drive control cards, as well as two disk drive units, to take advantage of the conversion of notes to text files for word processing. For the several generations of Apple systems, the new VisiDex version also was designed to provide for more efficient sorting of data.[10]

For owners of IBM home computers, their present VisiDex software programs will continue to be usable, but there will be no new version of VisiDex. As a matter of fact the IBM version of VisiDex was discontinued in mid-1983 as VisiCorp tooled up for production of a new program, just for owners of IBM. VisiOn, as it will be known, will incorporate a family of computer software functions for several IBM models.[11]

But the company indicated that there would be nothing for owners of hardware outside the Apple and IBM brands in the near future. Again, the company was scheduled in 1983 to introduce a new version of VisiDex for Apple and the VisiOn software package for IBM.[12]

## Converting and Organizing Notes for Publication

The conversion and organization feature makes it possible to move files that are sorted alphabetically, such as material filed under PUBLICS or between AUDIT and EVALUATION or any set of the first couple letters under which files are stored.

By creating several text files with selected clusterings of information stored under certain keywords, the writer has the advantage of organizing what may have been entered as random notes into VisiDex into logical blocks of notes. Then the text files may be appended to other text files, the electronic equivalent of slicing sections of information from a report and then gluing them together in a logical order. In this case, the writer has the option of gluing together two or more text files either in the memory of the computer terminal or on the disk itself.

This was used by Nager for sections of a new public relations management text scheduled for initial press run in October 1983.[13]

In a special application, more than 100 research terms defined for the glossary were first entered as VisiDex files and then sent to text files in alphabetical order. Similarly, case material cited in the 550 pages of original manuscript were entered on VisiDex files by organizational name with additions to each file of the chapters in which they were used. Then the conversion process sorted the more than 100 files and created an

A-to-Z roster in text file for an appendix to the book.

A combination of VisiDex and word processing systems was used to streamline the traditional end-of-book index.

Of even greater value was the capacity of VisiDex to order Nager's notes from the literature and from student assignment feedback disks alphabetically and chronologically and then convert selected sections of notes to be word processed into the drafts of chapters without any additional "typing" operations needed.[14]

## How Electronic Index Cards Work

Basically, computer software programs such as VisiDex, PFS, and DB Master create electronic memories the equivalent of 3 x 5 index cards that can be stored, cross-referred, modified, rearranged, retrieved, and printed

A typical home computer floppy disk, that may retail for $2 to $5 may contain up to 131,071 stored characters filed under as many as 1,938 keywords!

Regardless of whether the user has a 40-column or 80-column screen capacity for entering characters, VisiDex wraps around at the 40th column, just as if one were typing on a 3 x 5 index card. Similarly, each "window" or "screen" of information the writer sees on the video monitor screen is limited to 20 lines.

This electronic index card can be printed directly from computer memory without entering it on a disk, as in the case of a feedback note the teacher is sure will not be repeated.

If the educator wishes to store the electronic index card on disk, one or more keywords must be entered. A keyword is the

same as a label one would put on a conventional file folder or rolodex card. And just as a traditional filing system may provide multiple cross-references, so too may an educator use multiple keywords for a given piece of information. The educator has a choice of how to enter keywords: Use a couple simple command strokes (conveniently displayed on a chart as well as described in the tutorial and in the reference section of the manual) to: 1. write one or more words under which to save the material; or 2. capture words existing already on the index card without having to retype them. A given screen of information can be saved under multiple keywords or keyword phrases. Later, regardless of how many characters long the keywords were written, the computer will shorten them to 17 characters when the index is printed, substituting a dash for excess letters between the 15th character and the last letter, past the 200th.

From the alphabetized printed index, a simple sequence of three key strokes, followed by the first few letters of the keyword, a dash and the last letter will summon to the screen all electronic index cards with that keyword.

One may browse through a number of screens of information with the same keyword by pressing the return key after glancing at each. Another computer key, the "escape" key, accepts a given screen for editing or printing. Another order will delete the screen from the disk.

It is in the editing that the public relations educator has the power to individualize panels of feedback to particular students. Lines may be added, dropped, rewritten partially or in whole. This goes well beyond simply inserting the student's name in feedback.

The edited screen may be printed out and then caused to disappear from memory. Or it may be saved on disk to add to the versions already stored or to substitute for the version originally called forth for editing. So, any number of variations of a given feedback note may be saved, subsequently reviewed for selection, and then modified as needed.

This provides the feedback particular power in giving a student reinforcement that will not be perceived as canned and in offering constructive critique that is geared specifically to the student's paper.

After building a data base over the course of the homework of a section of a class, one needs to do less modification of screens and may rely more and more on variations already in memory that say exactly what is needed.

Keywords may be deleted, changed, or added, too. This allows the educator to even use the student's name as a keyword. This, however, tends to take away room from the total storage space on the disk of 131,071 characters. The first term or few that feedback notes are saved to disk, that will not tend to be a problem. But even the second time around on a major term project, for instance, may find the educator wishing for more room for saving data.

Of course, there is no limit to how many disks one may create for a given assignment. The author of this paper has divided major term projects into as many as five disks, broken down into subject categories that tend to be in different parts of the projects. In addition, a separate set of copyediting feedback disks has been developed for all projects and papers.

In entering reinforcement comments, a professor may choose to note on the computer the source and essence of a particularly

important or sharp point or idea.

This may be used in three ways: First, the printout for the student being reinforced lets the person know that the teacher carefully read and valued the point. Second, by saving the point reinforced and whatever ideas came to mind as the teacher mentally interacts with the student's ideas, the writer may gain a valuable note for a future manuscript or lecture. Third, the idea may remind the public relations educator of related points already on disk from sessions with other student papers.

As the person holding down the one end of the symbolic log and bench of "the true teacher," the public relations educator may share previously stored notes that were written to self or other students with a student whom he/she wishes to reward for excellent efforts or a student whose paper is weak in places and who might benefit from the additional feedback.

Rather than pass off notes to earlier students as original material, the author has inserted a line before printing such screens of information, to effect: "Thought you would find the following feedback to other students of value in stimulating additional ideas."

Even now, after two years of operating with electronic index card homework feedback, this educator has found the experience of sitting down at the terminal with a stack of student papers stimulating and enjoyable. Part of it, of course, is the stimulation of interacting with student ideas. Part of it is the excitement that comes from knowing that one really can teach some good size classes and yet teach to the individuals. Part of the stimulating and enjoyable experience even comes from the operation of the system. Perhaps it is the equivalent of a video

game to a youngster. Or it may be the knowledge that you're building a foundation for future feedback to new generations of students while, at the same time, capitalizing on the hardware and software capabilities to make your notes do double duty by serving as a data file for class discussions and publication.

And, if one is somewhat forgetful, as this educator is, one may take advantage of the templates that can be created by oneself for filling in information on class activities or parameters of grades for papers or even use the same software program's calendar to build in additional reminders.

Examples of feedback screens, indices for a class project, a template for planning weeks, and the calendar program may be found in the appendix. Annotations on literature cited and additional counsel may be found in Chapter Notes.

## Paper Notes

1. "Electronic index card" is a phrase used by VisiDex Corp. in VisiDex User's Guide, program by Peter Jennings and guide by Bill Kling (Sunnyvale, California: VisiCorp, 1981), p. 1-1.

2. James A. Garfield, in President Garfield and Education, by Burke A. Hinsdale, 1882, p. 43, cited in Familiar Quotations, 13th ed., ed. John Bartlett (Boston: Little, Brown and Company, 1955), p. 652.

3. Such as the 1982-83 work of Peter Dowd exploring computer applications by Fortune 500 company public relations departments and the author's own case studies involving the 10 largest public relations agencies in the country and corporate and institutional winners of the PRSA Silver Anvil awards.

4. The Book of Apple Software 1983, edited by Jeffrey Stanton, Robert P. Wells, and Sandra Rochowansky (Los Angeles: The Book Company, 1983). This readable manual describes the applications and uses and provides evaluation and ratings of more then 500 of the more popular software programs that mate with Apple hardware. In addition, the book provides useful information on hardware, including items that are on computer store shelves as well as work-saving and money-saving devices that may have to be special ordered.

5. Arthur Naiman, Word Processing Buyer's Guide (Peterborough, NH: BYTE/McGraw Hill, 1983). This book includes an excellent 30-page glossary of terms used; detailed ratings of the leading 14 word processing systems, notes on 114 other software programs; notes on associated software, such as indexing and proofing systems; and easy-to-read data to help laymen make decisions on both hardware and software to buy or modify.

6. The Book of Apple Software 1983, pp. 13-132.

7. Ibid., pp. 94-117.

8. An educator who checks software stores as well as those that handle both hardware and software, may find lower list prices. Because of the high profit margin on most software programs, significant discounts may be obtained by including software in bids for hardware. Some stores will even guarantee a set percentage discount rate as part of a bid to an individual.

9. Harold Lafferty, General Manager of Computer Wave of Westminster, California, interview, May 27, 1983.

10. Debbie Friedenberg, Technical Support, VisiCorp, Sunnyvale, California, telephone interview, May 25-27, 1983.

11. Ibid.

12. Ibid.

13. Norman R. Nager and T. Harrell Allen, Public Relations Management by Objectives, (New York/London: Longman Inc., 1984).

14. Ibid.

15. For optimal use of indexing programs, particularly in conversion of notes to text files for word processing, two disk drives are required for VisiDex, more for some other software systems.

16. The 1983 Apple IIe terminals start with 64K of memory, considered ample for most home office computer applications. The author has boosted the capacity of his earlier model Apple II Plus (rated at 48K) by adding a 16K RAM memory extension card. Manufacturers had recommended list* prices of less than $100 for these easy-to-install add-ons.

17. Because of the problem with the earlier version of VisiDex, the author's system includes two disk drive control cards. Although a second control card is no longer needed to convert VisiDex files to word processing text material, the author has found it handy to have both and a third disk drive for writing manuscripts and for feedback systems requiring multiple disks. The third disk drive is not needed, but makes the process more comfortable and somewhat faster.

18. One of the more desirable add-on features is a buffer. A buffer allows the writer to continue working at the terminal keyboard while the printer is functioning by providing additional work space for memory to be stored temporarily. For instance, with a 32K buffer, while a page of double-spaced manuscript is being printed, another dozen or more pages may be in the buffer and the educator working far ahead on the keyboard. In word processing operations, this keeps the writer from having to take

long breaks while waiting for the terminal to become free after the printer is finished. In indexing, it allows the educator to go at machine gun speed in shooting screens of memory from the disk into the printer and have no delays whatsoever when printing lines or "pages" of information directly from the video screen and terminal memory (as opposed to the disk drive memory on disk).

19. Educators considering adding a buffer need to evaluate the pros and cons in selecting between those buffer cards that fit inside the computer terminal and those that go in the printer. The author initially put a 32K buffer in the computer terminal. The advantages included capabilities for special graphic functions and increased capacity for print options when operating with the writer's own programming (versus commercially available software programs). The initial disadvantage was the extra heat generated in the computer requiring the addition of a small fan unit plugged into the computer. Although the 32K buffer did all that was promised in the author's other software programs and in allowing instant access to the computer while multiple screens of information were moving from the disk drive to the printer, a problem became evident in another function: When the author tried sending material that was not on the disk (and in the disk drive) from the computer to the printer, it would print a line and skip two. The so-called bug in the program, not solved in the newer version, is incompatibility of in-computer buffers with VisiDex. The solution: use an in-printer buffer instead. This solution was developed by the author with the aid of counsel from Jim Hart of the very "user friendly" Wesper Microsystems of Tustin, California, manufacturer of both in-computer and in-printer buffers as well as memory

extension cards; Debbie Friedenberg, who helps VisiCorp provide strong customer support by troubleshooting for consumers; and Harold Lafferty of the Computer Wave dealership in Westminster. As Naiman said in the previously cited Buyer's Guide, user support is one of the primary criteria in shopping for computer hardware and software. Easy-to-install buffers for Epson printers (such as the parallel printer system used by the author in preparing this paper) have manufacturer recommended list* prices ranging from $139 for 8K of memory to $280 for 64K.

*20. List prices in software-only stores, hardware-only stores, and combination hardware and software stores may be negotiable, particularly at the time of hardware purchase, but also at other times.

21. The author would like to stress that high aptitude for mechanical or technical skills is not required if the educator looks for user friendly systems and software with well organized, interpretive, readable manuals and built-in self-teaching tutorials.

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COMM-EMP-SENSITIV  CRISIS-EMP COM
MERGER-COMM

In times of sensitive communication with employees, such as merger negotiations and follow-through, consider:

1. Special editions of newsletters that are multilithed and can be put out instantly (without graphics, paste-up, art work). (YOU implied that this may have been done in merger.)

2. Special meetings in which the top management of the client and/or dept. heads and supervisors are given briefing materials approved by top mgmt and prepared by PR. In addition, anticipate emp. questions and provide responses as part of briefing kit.

3. Crisis comm. ctr.--a place and a number (hotline) for interim ?s.-MORE

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COMM-EMP-SENSITIV  CRISIS-EMP COM
MERGER-COMM

4. Direct mail to employee homes with personalized (but not phony) reinforcement of othe communications, such as letter from CEO.

5. Interpretive comm with in-depth reports to employees in regular or other newsletters.

6. What COCHRAE CHASE did for customers in providing brochures in Q and A format (but don't sweat the cost and time for 2nd color if time of essence and budget low).

7. Video, as COCHRANE CHASE provided, of two assoc. presidents or other opinion leaders explaining implications. Do a DIFFERENT VERSION FOR EACH PUBLIC. I notice that you said it was targeted at --MORE--

---

COMM-EMP-SENSITIV  CRISIS-EMP COM
MERGER-COMM

San Bernardino (spelled that way, please) area because of antic. strong feelings there.

8. You didn't mention it, but I would assume (or advocate) that there were scheduled immediate follow-up of video showings with q and a sessions with mgrs. (Excellent quote from Deutsch on p. 23).

9. You got concepts of redundancy and campaign in your paper.

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362 WEEK 1-16 5/29/83

WEEK
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WEEK: DATES:

ASSIGN FOR FOLLOWING WEEK
--READINGS:

--PAPERS:

ADVANCE PREP REMINDER:

HANDOUT:

COLLECT:

COVER TOPICS:

POINTS:

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WEEK: 1 DATES: 8-31

ASSIGN FOR FOLLOWING WEEK
--READINGS: syllabus; 1-10; newsom pref+ appendix d on style; hohenberg-pref, table, appendixes I (gloss),II+III(style and copyediting)
--PAPERS: typed bio, hometowner weds. of this week with clean photocopy+id no.
ADVANCE PREP REMINDER: times analysis of sunday 9-4 edition
HANDOUT: syllabus, 1-10, add form

COLLECT: bio; 2nd meet--release+copy

COVER TOPICS: self intro and csuf status, orient to pr writing, format of release, interp of hometowner; 2nd meet discuss times exercise, go through rest of syllabus, get into lecture deck.

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WEEK: 2 DATES: 9-9 (holiday 9-/)

ASSIGN FOR FOLLOWING WEEK
--READINGS: Flesch book--read for principles and applications
--PAPERS: Tannenbaum essay/synth., contrast, compare, extract, int.,ext.
ADVANCE PREP REMINDER: full 1-10, meet the press
HANDOUT: bibliography and ref svc. form

COLLECT: Times analysis (5 question introductory analytical exercise)
COVER TOPICS: feedback on hometowner, commanding genl, edifice complex, index introduction, introduction to abstracting from other literature and value to pr writer.

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CALENDAR 1983 5/28/83

MAY 1983

| SUN | MON | TUE | WED | THU | FRI | SAT |
|---|---|---|---|---|---|---|
| [ 1] | [ 2] | 3 | [ 4] | [ 5] | [ 6] | 7 |
| 8 | [ 9] | [10] | [11] | 12 | 13 | [14] |
| 15 | [16] | [17] | 18 | 19 | 20 | [21] |
| 22 | [23] | [24] | [25] | [26] | [27] | [28] |
| [29] | [30] | [31] | | | | |

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SUNDAY MAY 22, 1983

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MONDAY MAY 23, 1983

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--post prsa meeting stuff
--get two copies of agency syllabus
--review tapes as time permit
--call VisiCorp 408 946-9000 942-6081
Chuck Meyer re: bugs, paper Aug. 6-9
--3 p.m. faculty meeting
--call Peter Dowd
--prepare for return:
Project Cs, comm wk notes
and make-ups

--get copy of fall sched in office
--check cj due date on term accomp.

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TUESDAY MAY 24, 1983

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--check for materials to take in to return; take in list of presenters
--9:45 exam
--11 seminar in office
--2 p.m. exam

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WEDNESDAY MAY 25, 1983

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11 seminar in office

MIDCOURSE-CRIT
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MIDCOURSE-CRIT

Here's feedback to a colleague:

EQUALLY EXCELLENT ANALYTICAL POINT ON MIDCOURSE EVALUTION. WE'RE NOT JUST LOOKING AT WHETHER WE'RE ON TIME, BUT WHETHER WE'RE ON COURSE WITH SELECTION OF PUBLICS, CHOICE OF ACTIONS, DEVELOPMENT AND IMPACT OF COMMUNICATION STRATEGIES. YOUR CONCLUDING COMMENTS ARE OUTSTANDING HERE--CERTAINLY, THIS IS AN ONGOING PROCESS OF MONITORING AND EVALUATION.

AND IF THE AGENCY WAS NOT DOING ITS JOB, WHY AND WHY WAIT TIL THIS POINT TO FIND OUT AND DISMISS? SOMETHING MAY HAVE BEEN MISSING IN INITIAL PLANNING OR SELECTION OF AGENCY ROLE..

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MIDCOURSE-WHY
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MIDCOURSE-WHY

THE IDEA BEHIND MID-COURSE EVALUATION (ON-GOING EVALUATION, CONTINUING MONITORING, ETC.) IS TO GAIN INTELLIGENCE TO MAKE NECESSARY MID-COURSE CORRECTIONS OR TO REINFORCE STRONG PRACTICES THAT WORK WELL.

YOU NEGLECTED TO ADDRESS THE QUESTION IN YOUR PART VIII.

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CRISIS MIDCOURSE MIDCOURSE-WHY

This is feedback to another student:

YOUR POINT ON THE PURPOSE OF MIDCOURSE EVALUATION REFLECTS THAT YOU LEARNED YOUR LESSON WELL. THE IDEA IS TO GAIN INTELLIGENCE TO MAKE NECESSARY MIDCOURSE CORRECTIONS OR TO REINFORCE STRONG PRACTICES THAT WORK WELL.

AND KEEP IN MIND THAT NEVER IS MIDCOURSE EVALUATION MORE IMPORTANT THAN WHEN WE'RE ACTING IN PART FROM INSTINCT AND EMOTION OF THE MOMENT AND WHEN THE PUBLICS ARE QUITE UPSET AND SENSITIVE TO CORPORATE BEHAVIOR.

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MIDCOURSE-MGMTRVW

An imaginative idea that deserves credit is that of reviewing with management its understanding of particular projects while they are ongoing.

MIDCOURSE-INTVW
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MIDCOURSE-INTVW COMM-EMP FEEDBACK

THE IDEA OF MINGLING WITH EMPLOYEES AND ASKING QUESTIONS IS GOOD. ALSO UNDERSTAND THAT WHEN EMPLOYEES RECOGNIZE MEMBERS OF MANAGEMENT AS SUCH THEY MAY TELL THEM WHAT THEY THINK THEY WANT TO HEAR AND SOMETIMES WHEN THEY ARE CANDID, THEY MAY NOT BE REPRESENTATIVE OF THE THINKING OF THE EMPLOYEE POPULATION.

LISA, challenge the validity of your claim that "the hospital could measure (its) effectiveness with (employees) simply by listening to the comments made by them. By informally questioning the employees, the hospital could gauge the correctness of the information received by the employees." You told me you took Research 410 this Spring. Remember your text, lectures?

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MIDCOURSE-ONGOING
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MIDCOURSE-ONGOING (NOTE TO CLASSMATE)

MIDCOURSE EVALUATION (ALSO KNOWN AS ON-GOING, CONTINUING EVALUATION). THERE WAS NO CONSULTATION AMONG MEMBERS OF THE TASK FORCE OR MANAGERS ON HOW THE PROGRAM WAS PROGRESSING AND WHAT PITFALLS WERE BEING ENCOUNTERED OR SUCCESSES ACHIEVED? NO EVALUATION OF STRATEGIES AND TOOLS OF COMMUNICATION?

THE QUESTIONNAIRES MENTIONED DID SEEM LIKE A USEFUL EVALUATION TOOL. EXCELLENT POINT ON EXAMINING ATTENDANCE AND DEMOGRAPHICS, ALTHOUGH OTHER SITUATIONAL VARIABLES COULD HAVE BEEN INVOLVED, SUCH AS AN INDIVIDUAL MANAGER'S ENCOURAGEMENT OF ATTENDANCE.

PERPLEXING THAT NO DATA WAS KEPT ON HOW QUESTIONS WERE ANSWERED????

GREAT IDEA ON OPEN-END QUESTIONS, EVEN IF THEY'RE HARDER TO CODE+INTERP.

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MIDCOURSE-WEAK
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MIDCOURSE-WEAK

It seems you ran out of gas in investing in one of the most important sections of your paper, the midcourse evaluation.

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THESES 5/29/83

LINDA
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LIT-INTEGRATE

How do several models of diffusion compare/contrast/interact in biomedical innovations? Weave together rather than presenting piecemeal,

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LIT-PREMISE

Is citation in Register adequate support of premise on superiority of drug and impact of diffusion process in acceptance as most widely used treatment?

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LIT-BIBLIOGRAPHY

Even in reviewing parts of theses, a bibliography with complete references should be available to members of committee.

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LIT-DATED REFS?

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HYPOTH-SALIENCE?

How salient is hypothesis at this stage of accumulated knowledge that innovators will rank higher in terms of opinion leadership? Is effort to add weight to Rogers and Shoemaker?

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HYPOTH-SALIENCE?

Ditto integration of innovators in specialty organizations and as members of medical school departments, in which much of medical research tends to be done (authorized by FDA, and communicated through medical continuing education programs)?

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HYPOTH-SALIENCE?

What new or synthesized knowledge are hypotheses intended to develop or support? To challenge past supported diffusion theory and research on drug utilization would be salient, if investigator can develop grounds for so doing. But the theoretical constructs and past research, at least as summarized in the proposal, do not seem to be challenged nor approached in any distinctive way. Don't many of the constructs and research efforts date back a good two decades?

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RESEARCH FOCUS

Is sucralfate as a drug key to the research variables?

Or is it the manner of introduction and individuals and factors

A CRY FROM HEART
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A CRY FROM HEART
ABOUT YOUR COPYEDITING

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So much effort, so much thought, was invested in your project, so much application of some of the principles you've been learning in your classes and in your respective areas of work and activity THAT I FEEL LIKE CRYING in deepest concern that you will hurt yourselves, your very chances for decent, let alone outstanding, job opportunities you should have because of the poor, yes, poor, copyediting that riddled your individual reports and the project as a whole.

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ATTRIB-CLAIMS
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ATTRIB-CLAIMS

IN MAKING CLAIMS OR OBSERVATIONS, JOURNALISTIC STYLE CALLS FOR BACKUP AND ATTRIBUTION. A REPORTER IN A BYLINE ARTICLE MAY MAKE SUCH AN OBSERVATION. BUT YOU ARE NOT AN EMPLOYEE OF THE NEWS MEDIA.

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COPYED RATIONALE
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MIKE

THANKS FOR YOUR THOUGHTFUL CONTRIBUTIONS TO CLASS DISCUSSION THURSDAY. WITH ILLNESSES AND STUDENT PERSONAL PROBLEMS, WE HAD A PARTICULARLY SMALL TURNOUT, BUT THE INTERACTION OF IDEAS AMONG THE SEVERAL WHO DID MAKE IT PRODUCED SOME PROVOCATIVE INSIGHTS FOR US ALL.

HERE'S NOTES ON PR-MBO PAPER:

YELLOW MARKS COPYEDITING/ PROOFINGPROBLEMSMENTIONED IN CLASS, THIS IS NOT A WRITING COURSE BUT BECAUSE PR PERSONS ARE FIRST AND FOREMOST COMMUNICATORS AND BECAUSE PRACTICALLY ALL EXECUTIVES IN PR, BUS. ADM., AND PUB. ADM. DEMAND COMPETENT USE OF THE TOOLS, INCLUDING ENGLISH, YOU COULD GET HURT DOING THIS ON OUTSIDE! COME ON BY FOR COACHING, PLEASE.

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I SHALL CHEERFULLY FORGET YOU EVER HAD A COPYEDITING PROBLEM ON EARLIER PAPERS IF THE REMAINING PAPERS ARE CLEAN OF ERRORS.

PAPERS WITH MORE THAN TWO ERRORS PER PAGE ON THE AVERAGE (THAT'S TWO ERRORS I SPOT ON A ONCE-OVER, NOT NECESSARILY THE ACTUAL NUMBER OF ERRORS) WILL NOT BE ACCEPTED IN THE FUTURE. I DO NOT VIEW THIS AS PUNISHMENT BUT AS MY HELPING PROTECT A STUDENT FROM THREATS TO GETTING AND HOLDING JOBS OR RISING TO POSITIONS AND RESPONSIBILITIES OF GREATER IMPORT. I'D RATHER SPEND MY TIME SHARING PR INSIGHTS WITH YOU THAN PLAYING ENGLISH TEACHER. BUT YOUR COPYEDITING DEMANDS PRIORITY ATTN. NOW.

SO, MAKE SURE YOU COME BY DURING OFFICE HOURS BEFORE NEXT CLASS AND INCORPORATE MY COUNSEL IN PRSA PAPER.

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COPYED-IMRPOVED!
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COPYED-IMPROVED!
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COPYED-IMPROVED!

That's the way! There were some errors but you earn self-respect as well as that of professional peers for looking up spellings and carefully checking for typos and trying, trying, trying.

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PUB-"GENERAL"
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PUB-"GENERAL" GENERAL PUBLIC

"GENERAL PUBLIC" IS A VAGUE TERM THAT IS TOO BROAD TO HAVE MUCH UTILITY TO US. WILL INFANTS READ AND ATTEND? HOW ABOUT RESIDENTS OF SANTA BARBARA, EVEN IF ALUMNI? HOW ABOUT SENILE PERSONS? HOW ABOUT BLUE COLLAR WORKERS WITH NO RELATIONSHIP TO CLIENT?

YOU DID, HOWEVER, APPROACH QUESTION OF SPECIALIZED PUBLICS OF THE CLIENT.

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THINGS-VERNACULAR
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THINGS VERNACULAR

"thing" and "things" tend to be overused by neophyte writers who need to invest the effort to avoid this overworked vernacular.

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STRAT-NEG CONNOT
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COPYED-NEG CONNOT
STRAT-NEG CONNOT?

Watch for words with negative

connotations. Deal is such a word,

497 CRITERIA
--QUALITY OF ACHIEVEMENTS, INNOVATIONS:
--HOW RESEARCH AND EVALUATION PAST AND ONGOING USED:
--CLARITY OF OBJECTIVES AND RESULTS:

--CLARITY, CONCISENESS, + QUALITY OF EVENTS REPORTED IN WEEKLY PROGRESS REPT:

--WHAT LEARNED AS REFLECTED IN POST-MORTEMS ON A) OWN OPERATION, B) OVERVIEW OF ENTIRE COMM WEEK OPERATION:

--USE OF LITERATURE AND EXPERTS:

--OBSERVED LEADERSHIP + ORGANIZATIONAL SKILLS DEVELOPMENT:

--MORE--

497 CRITERIA 2-2-2
--QUALITY OF TIME LINE WITH BUILT-IN FOLLOW-THROUGH, ATTN. TO DETAIL:

--RELIABILITY IN FOLLOW-THROUGH UPON PROMISED ACTIVITY/ASSUMED RESPONSIBILITY

--TEAMWORK-COOPERATION-COMMUNICATION WITH OTHER LEADERS OBSERVED:

--ABILITY TO DELEGATE, TRAIN:

--INITIATIVE DISPLAYED UNDER REAL WORLD EXIGENCIES:

--ORGANIZATION, POLISH OF NOTEBOOK:

--CALIBER OF CONTRIBUTIONS MADE TO CLASS DISCUSSIONS AND Q AND A:

INDEXING 5/28/83

I like your points on indexing through words or phrases. Also please consider the concept we may call HOLISTIC INDEXING.

Holistic means an integrated or whole approach in which the parts interact and create more than their actual impact as individual parts. Thus, it is said that the whole is greater than the sum of the parts. In a way, KAREN, that's like saying that when you, your classmates, and I get into a brainstorming session, our interaction creates a powerful whole and new ideas that individually we might not conceive.

I think of those words and phrases, verbal and nonverbal components

of our messages, as interacting to create a powerful whole.

SYNTHESIS OF 1-10
PURPOSIVE COMM

Thank you for investing in yourself by synthesizing what you've learned in this class with your indexing reading.

I'm delighted to see you grasp so well the concept of public relations writing as purposive communication intended to persuade and to influence behavior in the interests of client and publics.

HOLISTIC COMM

MARIA, I think it is excellent that you grasp the concept of the whole of a communication, the combination, even interaction, of the indexing variables that constitute a communication event, being greater than the sum of the parts.

In short, you've gone beyond many a public relations student and writer who become enamored by the impact of indexes within a message to consider the effect of the whole.

CLIENT OBJ SUPPT!
REINFORCE BELIEFS

I wish to commend you on your investment in thoughts on indexing and even going beyond capturing and guiding attention to "influence the group's predisposition to behave, reaffirm establish beliefs, and introduce new ideas in such a way that would maximize the desired end results."

Some public relations employer will be fortunate to have such an objectives oriented public relations person on staff who links comm theory with client and public interests.
I like that, Maria!

#1983 SEMINAR
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SEMINAR DATE IN 1983:
WHERE/WHY:

NAME AND ID:

TOTAL PAID FOR GUESTS & SELF: $
MODE:
OUT OF POCKET (GAS,ETC.) IN $ :

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DATE IN 1983: 2-3
WHERE/WHY: el paso cantina, take pat anderson to lunch--guest of 497 seminar
FOOD/BEVERAGES AT MEETINGS: $12
MODE OF PAYMENT: cash
receipt form el paso cantina shows $29.42 total, including students.

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SEMINAR DATE IN 1983:2-10
WHERE/WHY: Shakey's
NAME AND ID: Peter Dowd, VP, AMI
TOTAL PAID FOR GUESTS & SELF: $7 food
receipt for food, not bev 2.40 bev.
MODE: cash

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SEMINAR DATE IN 1983:2-15
WHERE/WHY: Shakey's
NAME AND ID: Joe Cerrell, Pres, C assoc.
TOTAL PAID FOR GUESTS & SELF: $9.60
MODE: cash (no receipts-student paid out of bill and returned change--Roz Kraus)

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SEMINAR DATE IN 1983:2-18
WHERE/WHY: field trip to Bev Hilton for bkfst with Daniel Edelman Vp
NAME AND ID: Tom Harrison and meet with ABC VP Kriegler in Century City
TOTAL PAID FOR GUESTS & SELF: $3.50
MODE: cash, no receipt, share of breakfast bill

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SEMINAR DATE IN 1983: 2-22/23
WHERE/WHY: El Paso Cantina
NAME AND ID: Tom Glenn, Pres Telepoll covered 2/22 seminar after death of Gavotto; met Glenn to get book consent and corrections and then Mike Gibb to prep for filling in for Gavotto 2/23
TOTAL PAID FOR GUESTS & SELF: $33.76
+ 5.00 gta
MODE: cash bill receipted
38.76

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SEMINAR DATE IN 1983: 3-4
WHERE/WHY: field trip for seminar, 463, and book research
NAME AND ID: to Burson-Marsteller with six students and Oshagan; then to no-host lunch with Cliff Dektar, [illegible] students;